

**Hillsborough Township Public Schools  
English Department  
AP Literature and Composition**

Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
<p><b>Unit I: Summer reading and feminist literary theory</b></p> <p><b>Timeline:</b></p> <p><b>4 weeks</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>	<p>Students will understand and identify characteristics of genre writing.</p> <p>Students will be able to apply the conventions of feminist literary theory to novel study.</p> <p>Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.</p> <p>Students will develop summarizing skills in order to make appropriate and effective choices of support details.</p> <p>Students will produce a theoretically informed feminist paper on assigned literature.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p>	<p><b>Formative:</b></p> <p>Text annotations</p> <p>Quizzes</p> <p>Weekly tweets</p> <p>Class discussions</p> <p><b>Summative:</b></p> <p>Literary theory paper (feminist lense)</p> <p>Exam simulations</p> <p>Socratic seminars</p>	<p><b>Social Studies 6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>Social Studies 6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><b>Social Studies 6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Social Studies 6.1.12.D.8.b</b> Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6</b> Demonstrate creativity and innovation.</p>

<p>examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when</p>		<p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>			
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	reading or listening. <b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
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<p><b>Unit II:</b> <b>British Literature--</b> <b>A Sampling</b></p> <p><b>Timeline:</b> <b>6 weeks</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Students will create successful strategies for reading historical literature.</p> <p>Students will recognize when authors use literary techniques (e.g., satire, sarcasm, irony, or understatement) to shape the content and style of a text.</p> <p>Students will read to uncover a writer’s style and technique.</p> <p>Students will learn the characteristics of Elizabethan drama and Victorian fiction to trace its presence in the fiction of this time period.</p> <p>Students will apply several different theoretical lenses to the study of Shakespeare’s work (Marxist, psychoanalytic, etc.).</p> <p>Students will create a paper in which they effectively propose an interpretation and support it with analysis of character and setting, being aware of audience.</p> <p>Students will produce a theoretically informed feminist paper on assigned literature.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p>	<p><b>Formative:</b></p> <p>Text annotations</p> <p>Quizzes</p> <p>Weekly tweets</p> <p>Creative role-playing</p> <p><b>Summative:</b></p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Exam simulations</p> <p>Socratic seminars</p> <p>Essay on theme</p> <p>Oral Presentations</p>	<p><b>Social Studies 6.2.12.C.3.d</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p><b>Social Studies 6.2.12.D.3.b</b> Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason</p> <p><b>CRP6</b> Demonstrate creativity and innovation</p> <p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP12</b> Work productively in teams while using cultural global competence.</p>
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<p>authors.)</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>SL.11-12.1</b> Initiate and</p>		<p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>			
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	<p>participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
<p><b>Unit III: The Bard and Hemingway</b></p> <p><b>Timeline: 6 weeks</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p>	<p>Students will create successful strategies for reading historical literature.</p> <p>Students will read to uncover a writer’s style and technique.</p> <p>Students will learn the characteristics of Elizabethan drama and Victorian fiction to trace its presence in the fiction of this time period.</p> <p>Students will perform Elizabethan monologues.</p>	<p><b>Formative:</b></p> <p>Text annotations</p> <p>Quizzes</p> <p>Critical film viewing</p> <p>Class discussions</p> <p>Weekly tweets</p> <p>Creative role-playing</p> <p><b>Summative:</b></p>	<p><b>Social Studies 6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Social Studies 6.1.12.D.8.b</b> Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason</p> <p><b>CRP6</b> Demonstrate creativity and innovation</p> <p><b>CRP8</b> Utilize critical thinking to make sense of problems and</p>

<p>to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><b>RL.11-12.9</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</p>	<p>In what ways does creative choice impact an audience?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>What do good performers do?</p>	<p>Students will critique and assess Shakespeare performances on stage and screen in critical writing and viewing assessments.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>	<p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Exam simulations</p> <p>Socratic seminars</p> <p>Essay on character</p> <p>Monologue performance</p> <p>Critical assessment of Shakespeare on film and stage</p>		<p>persevere in solving them.</p> <p><b>CRP12</b> Work productively in teams while using cultural global competence.</p>
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<p>eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>					
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	<p>sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
<p><b>Unit IV:</b> <b>Literary Exploration Paper &amp; An American Masterpiece</b> <b>Timeline:</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p>	<p>Students will create successful strategies for reading historical literature.</p> <p>Students will read to uncover a writer’s style and technique.</p> <p>Students will analyze how different elements of a story or drama are</p>	<p><b>Formative:</b></p> <p>Text annotations</p> <p>Class discussions</p> <p>Quizzes</p> <p>Weekly tweets</p>	<p><b>Social Studies 6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Social Studies 6.1.12.D.8.b</b> Assess the impact of artists, writers, and musicians of the</p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason</p>

<p><b>5 weeks</b></p>	<p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>What do good researchers do?</p> <p>In what ways does creative choice impact an audience?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will analyze how an author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Students will identify multiple sources of information presented in different media or formats as well as in words to assist in addressing a question or solving a problem.</p> <p>Students can evaluate information gathered and determine its effectiveness in assisting students to address a question or solve a problem.</p> <p>Students can integrate effective information gathered to answer a question or solve a problem.</p> <p>Students can read complex grade level texts.</p> <p>Students can reread a text to find information or clarify ideas</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>	<p><b>Summative:</b></p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Exam simulations</p> <p>Discussion Leader</p> <p>Essay on point of view</p> <p>Lit Ex Annotated bibliography and pre-write exercises</p>	<p>1920s, including the Harlem Renaissance, on American culture and values.</p>	<p><b>CRP6</b> Demonstrate creativity and innovation</p> <p><b>CRP7</b> Employ valid and reliable research strategies.</p> <p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11</b> Use technology to enhance productivity.</p> <p><b>CRP12</b> Work productively in teams while using cultural global competence.</p>
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<p><b>RL.11-12.9</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and</p>		<p>Students will assess the strengths and limitations of research sources to determine those that are most appropriate for task, purpose, and audience.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will respond to ongoing feedback and/or new arguments or information to produce, publish, and update writing projects.</p> <p>Students will focus research around a problem to be solved, a central question that is provided, or a self-generated question.</p> <p>Students will choose several sources and synthesize information to answer research inquiry.</p> <p>Students will determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.</p> <p>Students will assess the strengths and limitations of research sources to determine those that are most appropriate for the task, purpose, and audience avoiding overreliance on any one source.</p>			
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	<p>research.</p> <p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p>Students will be able to determine if it is needed to narrow or broaden inquiry based on information gathered.</p> <p>Students will follow a standard format for citation to create works cited for sources paraphrased and quoted in writing.</p> <p>Students will determine textual evidence that supports analysis and research.</p> <p>Students will produce a research paper/project to demonstrate understanding of the subject under investigation.</p>			
<b>Unit V: Poetry and Lit Ex</b>	<b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to	What do good readers do?	Students will create successful strategies for reading historical literature.	<b>Formative:</b>  Class discussions		<b>CRP1</b> Act as a responsible and contributing citizen and employee.

<p><b>Completion</b></p> <p><b>Timeline:</b></p> <p><b>6 weeks</b></p>	<p>support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama,</p>	<p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>Why write?</p> <p>What do good researchers do?</p> <p>“Cut and Paste:” What’s the problem?</p> <p>In what ways does creative choice impact an audience?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Students will read to uncover a writer’s style and technique.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will analyze how an author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Students will identify multiple sources of information presented in different media or formats as well as in words to assist in addressing a question or solving a problem.</p> <p>Students can evaluate information gathered and determine its effectiveness in assisting students to address a question or solve a problem.</p> <p>Students can integrate effective information gathered to answer a question or solve a problem.</p> <p>Students can read complex grade level texts.</p> <p>Students can reread a text to find information or clarify ideas</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical</p>	<p>Text annotations</p> <p>Quizzes</p> <p>Weekly tweets</p> <p><b>Summative:</b></p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Exam simulations</p> <p>Poetry analysis paper</p> <p>Lit Exploration Final Research Paper</p>		<p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason</p> <p><b>CRP6</b> Demonstrate creativity and innovation</p> <p><b>CRP7</b> Employ valid and reliable research strategies.</p> <p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11</b> Use technology to enhance productivity.</p> <p><b>CRP12</b> Work productively in teams while using cultural global competence.</p>
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<p>or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><b>RI.11-12.9</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>RI.11-12.1</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RI.11-12.2</b> Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>RI.11-12.8</b> Describe and</p>		<p>arguments that engage readers.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p> <p>Students will assess the strengths and limitations of research sources to determine those that are most appropriate for task, purpose, and audience.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will respond to ongoing feedback and/or new arguments or information to produce, publish, and update writing projects.</p> <p>Students will focus research around a problem to be solved, a central question that is provided, or a self-generated question.</p> <p>Students will choose several sources and synthesize information to answer research inquiry.</p> <p>Students will determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.</p> <p>Students will assess the strengths and limitations of research sources to</p>			
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<p>evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p><b>RI.11-12.10</b> By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>W.11-12.6</b> Use technology, including the Internet, to produce, share and update</p>		<p>determine those that are most appropriate for the task, purpose, and audience avoiding overreliance on any one source.</p> <p>Students will be able to determine if it is needed to narrow or broaden inquiry based on information gathered.</p> <p>Students will follow a standard format for citation to create works cited for sources paraphrased and quoted in writing.</p> <p>Students will determine textual evidence that supports analysis and research.</p> <p>Students will produce a research paper/project to demonstrate understanding of the subject under investigation.</p>			
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<p>writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and</p>					
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	<p>expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
<p><b>Unit VI: Existentialism and the Theatre of the Absurd</b></p> <p><b>Timeline: 6 weeks</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p>	<p>Students will create successful strategies for reading historical literature.</p> <p>Students will read to uncover a writer’s style and technique.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p>	<p><b>Formative:</b></p> <p>Text annotations</p> <p>Critical film viewing</p> <p>Quizzes</p> <p>Weekly tweets</p>	<p><b>Social Studies 6.1.4.D.20</b></p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason</p>

<p>more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>What makes a story a “great” story?</p> <p>What do good writers do?</p> <p>In what ways does creative choice impact an audience?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will analyze how an author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>	<p>Class discussions</p> <p><b>Summative:</b></p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Existential Presentation</p>			<p><b>CRP6</b> Demonstrate creativity and innovation.</p> <p><b>CRP7</b> Employ valid and reliable research strategies.</p> <p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11</b> Use technology to enhance productivity.</p> <p><b>CRP12</b> Work productively in teams while using cultural global competence.</p>
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<p><b>RL.11-12.9</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions</p>					
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	<p>(one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
<p><b>Unit VII:</b> <b>21st Century Novel</b> <b>Timeline:</b> <b>6 weeks</b></p>	<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author’s choice: Why does it matter?</p> <p>What makes a story a “great” story?</p> <p>What do good</p>	<p>Students will create successful strategies for reading historical literature.</p> <p>Students will read to uncover a writer’s style and technique.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p>	<p><b>Formative:</b></p> <p>Text annotations</p> <p>Critical film viewing</p> <p>Quizzes</p> <p>Weekly tweets</p> <p>Class discussions</p> <p><b>Summative:</b></p>	<p><b>Social Studies 6.1.4.D.20</b></p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4</b> Communicate clearly and effectively and with reason</p> <p><b>CRP6</b> Demonstrate creativity and innovation</p> <p><b>CRP7</b> Employ valid and</p>

<p>interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><b>RL.11-12.9</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and</p>	<p>writers do?</p> <p>In what ways does creative choice impact an audience?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>What is great literature?</p> <p>How do we determine what is classic literature?</p>	<p>Students will analyze plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will analyze how an author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>	<p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Final examination/AP Exam</p>		<p>reliable research strategies.</p> <p><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11</b> Use technology to enhance productivity.</p> <p><b>CRP12</b> Work productively in teams while using cultural global competence.</p>
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<p>background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and</p>					
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<p>expressing their own clearly and persuasively.</p> <p><b>SL.11-12.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>					
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